

# ERROR ANALYSIS OF SIMPLE PRESENT TENSE SENTENCES IN ENGLISH BY INFORMATION SYSTEMS STUDENTS

Eka Resty Novieta Sari  
Fakultas Teknik, Universitas PGRI Madiun  
E-mail: ekaresty@unipma.ac.id

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## Abstract

This research is qualitative descriptive research. The purpose of this study was to determine students' understanding in making simple sentences with simple present tense patterns, the types of grammatical errors made by students in making simple sentences with simple present tense patterns, grammatical errors that generally occur in making simple sentences with simple present tense patterns. The subjects of this research are students of semester 1, class A, Information Systems study program. The data collection technique was done by written test. In the written test, the researcher used a written test instrument in the form of English questions about the simple present tense. The written test questions are in the form of multiple choice and essay. The test questions are divided into 3 parts in the tryout test, namely completing sentences, making sentences, and translating sentences. In the third meeting, students complete sentences, answer questions and make a simple present tense paragraph. Based on the research, it was found that: after students were given another explanation about simple present tense sentences, 20 students out of 27 students (74%) answered using simple present tense sentences correctly. It can be said that there has been a 26% increase in understanding of simple present tense sentence patterns.

**Keywords:** English learning, Simple Present Tense

## Abstrak

*Penelitian ini adalah penelitian deskriptif kualitatif. Tujuan dari penelitian ini adalah untuk mengetahui pemahaman mahasiswa dalam membuat kalimat sederhana berpola simple present tense, jenis-jenis kesalahan gramatikal yang dilakukan oleh mahasiswa dalam membuat kalimat sederhana berpola simple present tense, kesalahan gramatikal yang umumnya terjadi dalam membuat kalimat sederhana berpola simple present tense. Subjek penelitian ini adalah mahasiswa semester 1, kelas A, program studi Sistem Informasi. Teknik pengumpulan data dilakukan dengan tes tertulis. Pada tes tertulis, peneliti menggunakan instrumen tes tertulis yang berupa soal-soal bahasa Inggris tentang simple present tense. Soal tes tertulis dalam bentuk pilihan ganda (multiple choice) dan isian (essay). Soal tes terbagi menjadi 3 bagian pada tes tryout yaitu melengkapi kalimat, membuat kalimat, dan menerjemahkan kalimat. Pada soal pertemuan ketiga mahasiswa melengkapi kalimat, menjawab pertanyaan dan membuat sebuah paragraf simple present tense. Berdasarkan penelitian tersebut ditemukan bahwa: setelah mahasiswa diberi penjelasan lagi tentang kalimat berpola simple present tense, maka diperoleh 20 mahasiswa dari 27 mahasiswa (74%) yang sudah menjawab menggunakan pola kalimat simple present tense secara benar. Dapat dikatakan bahwa telah terjadi peningkatan 26% pemahaman pola kalimat simple present tense.*

**Kata Kunci:** Pembelajaran Bahasa Inggris, Simple Present Tense

## 1. Introduction

English is an important means of communication between nations. In Indonesia, English is a foreign language. For Indonesian students, of course the easiest language to learn is Indonesian. But for foreigners, of course, it will be difficult to use Indonesian as a means of communication. Therefore, English as an international language makes it easier for individuals from all over the world to communicate. English in Indonesia is taught as one of the subjects both at school and in higher education. The goal is that each student is able to master 4 language skills or indicators, including reading, writing, speaking, and listening.

Each individual must be better prepared in terms of mastering science and technology to meet the needs of the times (Science and Technology). In order to master technology well, adequate knowledge and expertise are needed. One example is by mastering English so that we can use it in the face of increasingly advanced developments. In an increasingly advanced era, English has an important role in mastering technology and for communicating directly with the outside world. In order to be able to communicate both orally and in writing across the world, every individual must learn English.

Learning English as a general course for some students in Indonesia is a long process. For students of the Informatics Engineering study program, English courses are only taught in semester 1 with a total of 2 credits. In Indonesian, the writing and pronunciation are the same. As for English, the writing and pronunciation are not the same or different. This difference makes students feel confused. Many students find it difficult to learn English. According to students, English is difficult especially when they learn grammar (grammar).

English has a different grammatical structure. There are 16 tenses in English which have verb changes from forms I, II, and III as well as -ing forms and different adverbs (time signals). In this case, many students are still confused to distinguish between changes in verbs I, II, and III, both regular verbs (regular verbs) and irregular (irregular verbs). For example, irregular verbs form I (go), form II becomes (went), form III becomes (gone). Students are also still confused about the difference between each of these tenses. Although this simple present tense sentence is relatively simple and easy, many students have not been able to make this sentence correctly.

According to observations, students have difficulty in writing sentences about daily activities and distinguishing the s/es ending in the Simple Present Tense. Not only has that, students had difficulty in changing sentences into positive, negative, and interrogative ones. This difficulty is caused by their lack of understanding of the Simple Present Tense pattern. Besides, they have no idea to write. They are very less interested in writing sentences in English. They prefer to play with their cell phones or chat with their friends during English lectures or when they are given English writing assignments. Therefore, many of them have bad grades on the task of writing a paragraph or analyzing the Simple Present Tense questions.

According to (Fahrudin, 2010) Simple Present Tense describes events that occur at the present time in a simple form or a job that is done repeatedly, daily habits. The characteristics are (1) Using the 1st verb or the original verb, (2) The 1st verb plus the letter "s" or "es" if the actor is the 3rd actor, (3) Among the perpetrators and the verbs do not contain the words shall, will, have, has, and to be + v1 + ing, (4) Adverbs of time show events that are repeated and include the present time.

According to (Sukur, 2008) the functions and uses of the simple present tense are (1) To express our daily activities or our daily routines. Usually, adverbs of frequency such as always, usually, often, sometimes, normally, everyday are often used. (2) Simple present tense is also often used when we talk about schedules or programs, for example train schedules, airplanes, matches, film screenings. It can be concluded that the simple present tense is a form of tense that is used to express events that are happening now, or which are daily habits. The pattern used in the simple present tense in positive sentences is a verb form 1 and is followed by s/es.

From research conducted by (Abdillah, 2016) entitled "An Error Analysis On The Use of Simple Present Tense In Descriptive Text Made By The First Grade Students of SMA Negeri 2 Boyolali In The Academic Year 2014/2015". This research is descriptive research that uses surface strategy taxonomy. This strategy is used to sort out the types of errors from students' descriptive essays. The results of this study are: (1) there are 3 types of errors made by students in the use of the simple present tense, namely addition

error with a percentage of 7.83%, omission error with a percentage of 33.91%, and misformation error with a percentage of 58.26%; (2) there are three causes of errors in the use of the simple present tense found in students' descriptive essays, namely overgeneralization with a percentage of 7.20%, ignorance of rule restrictions with a percentage of 40.00%, and incomplete application of rules with a percentage of 52.80%. The results of this study provide information about students' abilities in the use of the simple present tense. Errors that appear in this study can help teachers to make good learning methods and strategies so that students will not make the same mistakes.

The second research by (Lestiani, 2014) entitled "An Error Analysis of Using Simple Present Tense in Descriptive Text of the Tenth Grade Students of SMA 1 Gebog Kudus in Academic Year 2013/2014. This research belongs to the type of descriptive research. The result of the percentage of types of errors using the simple present tense in writing descriptive texts for class X students of SMA 1 Gebog Kudus is 84 or 29.17%. This includes the omission frequency, which is 19 sentences or 22.6%, and the addition frequency, which are 7 sentences or 8.33%. Misformation frequency is 48 sentences or 57.14%, misordering frequency is 10 sentences or 11.91%. The highest error is on the misformation frequency, which is 57.14%. The mistake was made because they may not know the pattern of simple present tense sentences. Misformation is the type of error that most dominates the type of error that uses the simple present tense in writing descriptive text.

The third research was conducted by (Ningsih, 2017) entitled "Student's Error in Using Simple Present Tense at the Second Grade of SMK Negeri 3 Medan." The results of this study indicate that: (1) The total number of students' errors in completing positive sentences changing into negative and interrogative forms is 1250 error cases. They were divided into 4 types, namely: 28 (2.24%) errors of omission, 130 (10.4%) errors of addition, 1074 (85.92%) errors of misformation (errors of misformation). and 18 (1.44%) errors from errors of misordering (2) The dominant errors made by students in completing positive sentences and changing into negative and interrogative forms were errors of misformation with 1074 (85.92%) ) error cases. (3) Based on observations made during teaching practice, the researcher has several solutions to solve students' problems in using the simple present tense in making positive, negative, and interrogative sentences. First, he makes learning fun with games that works as a team and secondly, he applies the snowball throwing method.

Based on the phenomena described above, this study was conducted to determine students' understanding of simple sentences with a simple present tense pattern and what mistakes were made by students when given practice questions.

## **2. Research Methods**

### *2.1. Subject, Time and Place of Research*

This research was conducted at the University of PGRI Madiun, precisely in the Information Systems Study Program. This university is located at Auri Street No. 14-16 Madiun. The subjects of this study were first semester students of class A of the Information Systems Study Program. This research started in November 2020.

### *2.2. Data Collection Technique*

The data collection technique in this study used a written test. In the written test, the researcher used a written test instrument in the form of English questions about the simple present tense. The written test questions are in the form of multiple choice and essay. The test questions are divided into 3 parts in the tryout test, namely completing sentences, making sentences and translating sentences. In the third meeting, students complete sentences, answer questions and make a simple present tense paragraph. The assessment technique in this study only consisted of the suitability between the subject and the verb.

### *2.3. Data Analysis Technique*

The data analysis technique in this study used descriptive qualitative. The data obtained in this study were analyzed, looking for any mistakes made by students. After being analyzed in qualitative form, it is

then described in the form of words. A descriptive approach is carried out to find and explain the causes and types of these errors.

### 3. Results And Discussion

The results of this study are that at the first meeting, the researchers distributed tryout questions to students to determine students' abilities. The tryout question is divided into three parts. In the first part of the question, students only complete simple present tense sentences by choosing the available words. In the second part of the problem, students make simple present tense sentences using the words that are already available. In the third part of the question, students translate 5 Indonesian sentences into English sentences after that change the sentences into negative and interrogative sentences. The following are the results of student answers:

#### Part 1

- Wrong answer: *Rima get up at five o'clock, when her wake up at six o'clock, when her alarm ring every morning.*
- Correct answer: *Rima gets up at six o'clock, when her alarm rings every morning.*
- Wrong answer: *She go to school by motorcycle.*
- Correct answer: *She goes to school by motorcycle.*

In the answer above, students do not really understand the compatibility between the subject and the predicate (verb). The student has not changed the verb according to the subject. Students do not understand the pattern of simple present tense sentences, namely the correct change in s/es in the verb.

#### Part 2

- Number 1: *It...most of the time (happen/happens).*  
Wrong answer: *It happen most of the time.*  
Correct answer: *It happens most of the time.*
- Number 2 : *Does your child...to eat all the time?(want/wants).*  
Wrong answer: *Does your child wants to eat all the time?*  
Correct answer: *Does your child want to eat all the time?*

From the answers above, students do not understand the positive, negative and interrogative sentence patterns of the simple present tense.

Positive sentence patterns in the simple present tense should be:

(+)  $S + V I (s/es) + \dots$  or  $S + to\ be (am, is, are) + \dots$

For example, in the sentence: *The man always tell the truth.*

The correct answer is: *The man always tells the truth.*

The correct answer corresponds to the simple present tense positive sentence pattern.

Negative sentence patterns in the simple present tense are:

(-)  $S + do / does\ NOT + V I + \dots$  or  $S + to\ be (am, is, are)\ NOT + \dots$

Number 1: *Everybody...work hard everybody (doesn't/isn't/don't/aren't).*

The students' wrong answers were: *Everybody isn't work hard everybody.*

The correct answer should be *Everybody doesn't work hard everybody.*

As for the interrogative sentence patterns in the simple present tense are:

(?)  $Do/does + S + V I + \dots?$  or  $To\ be (am, is, are) + S + \dots?$

Number 2: *... to temple every time? (Does you go/Do you go/Are you go/Have you go)*

The student's wrong answer is *Does you go to Temple every time?*

The correct answer should be *Do you go to temple every time?*

From the students' answers above, it can be seen that some students are still confused about understanding the positive, negative and interrogative sentence patterns of the simple present tense. Students still have difficulty in distinguishing the pattern of the sentence, as in positive sentences, students are confused that the verb ends in s/es.

In the third part of the question, students are asked to translate Indonesian sentences into English sentences. After that, students were asked to make sentences in the form of positive, negative, and interrogative. The results of the answers from students are:

Number 1: Ibu Yanti mengajar bahasa Inggris setiap hari.

Wrong answer: *Mrs. Yanti teach English every day.*

Correct answer: *Mrs. Yanti teaches English every day.*

Number 2: Mereka mengerjakan PR setiap malam.

Wrong answer: *They does their homework.*

Correct answer: *They do their homework every night.*

Then the answer is changed into negative and interrogative sentences.

- Wrong answer (negative): *Mrs. Yanti do not teach English.*

Correct answer: *Mrs. Yanti doesn't teach English every day.*

- Wrong answer (interrogative): *Do Mrs. Yanti teach English?*

Correct answer: *Does Mrs. Yanti teach English every day?*

- Wrong answer (negative) : *They don't their homework every night.*

Correct answer: *They don't do their homework every night.*

- Wrong answer (interrogative): *Do they their homework?*

Correct answer: *Do they do their homework every night?*

From the answers above, it can be seen that some students still do not understand the positive, negative, and interrogative sentence patterns. They don't understand the use of the s/es ending in verbs, and also the difference between do/does.

At the second meeting, the researcher explained the simple present tense material. Starting from understanding, usage, sentence patterns, and also providing examples of questions. After that, at the third meeting, the researcher gave test questions. At the time of taking this test, students have fully understood the positive, negative, and interrogative sentence patterns of the Simple Present Tense. The following are the results of the test analysis. The test questions are divided into three parts. In the first part of the question, students complete 10 sentences by filling in the words that are already available. In the second part of the question, students answered 5 questions and made them into interrogative sentences. In the third part of the test questions, students make short essays (75 words-100 words) about their daily activities from morning to night. Students make essays using simple present tense sentence patterns.

The following is an answer from one of the students.

#### Part 1

- Number 1: *The teacher (teach)...the students every day.*

Correct answer: *The teacher teaches the students every day.*

- Number 2: *Mr. Yudha (go) ... to the office.*

Correct answer: *Mr. Wahyu goes to the office.*

From the students' answers above, it can be seen that students already understand the pattern of simple present tense sentences, namely distinguishing the use of s/es in verbs.

#### Part 2

- Number 1: *Grandfather drinks coffee every morning.*

Correct answer: *Does grandfather drink coffee every morning?*

- Number 2: *My parents and I have dinner in the dining room.*

Correct answer: *Do my parents and I have dinner in the dining room?*

From the answers above, students have understood the pattern of simple present tense interrogative sentences. Students are able to make interrogative sentences correctly.

#### Part 3

In this third part, students are asked to write a short essay about their daily activities. The following is one of the results of a short student writing.

*Every morning, I get up at 5 o'clock. Then, I take wudhu and pray shubuh. After finish my pray, I clean my bedroom, and sweep the floor and the yard. I go to the bathroom to take a bath. After I finish my bathe, I wear clothes. After that, I have breakfast with my family. After all neat, I drove my young brother to school by motorcycle. Then, I back to home, I wash the dishes. After I finished cleaning the house, I watch TV, I put the make-up and then I go to campus. Because I am student in semester now. I'm free from my college schedule except Monday and Friday. My school begins at half seven a.m. to eleven p.m every Friday.*

*I usually arrive in my campus at 10.00 a.m. I go straightto the library. In library, I open my laptop to do some tasks from my lecturer. I discuss the task with my friends until 04.00 p.m. after I arrive in home, I take a bath and I pray ashar. Then I watch Korean drama on TV until I hear adzan Magrib, I go straight Magrib praying then I holly Qur'an before study. Then I pray Isya. After Isya praying I take dinner, watching TV with my family until 08.00 p.m. Then, I do my task and study. After that I go to sleep.*

From the examples of writings made by students, researchers can see that students already understand the pattern of simple present tense sentences. From the three tests, it was seen that there was an increase in students' understanding in making positive, negative, and interrogative sentences in the simple present tense. In the tryout test, only 13 out of 27 students (48%) answered correctly using the simple present tense sentence pattern. At the time of the data collection test after the students received a re-explanation of the simple present tense sentence pattern, there were 20 of 27 students (74%) who answered using the simple present tense sentence pattern correctly. Before the researcher explained the simple present tense sentence pattern material, only 48% of students made the simple present tense sentence pattern correctly. After being given a clear explanation by the researcher, 74% of students made sentences using the simple present tense sentence pattern correctly. Therefore, it can be said that there has been a 26% increase in understanding of simple present tense sentence patterns among students.

#### 4. Conclusions

Based on the description above, the research findings and discussion are concluded as follows:

The written test was conducted twice, namely during the tryout and posttest. The results of the written test at the time of the tryout showed that students did not understand how to make positive, negative, and interrogative sentence patterns correctly because students had not been given more explanations about the simple present tense material. In the tryout test, only 13 of 27 students (48%) answered using the simple present tense sentence pattern correctly, but during the data collection test after the students received a re-explanation of the simple present tense sentence pattern, there were 20 out of 27 students (74 %) have answered using the simple present tense sentence pattern correctly. Therefore, it can be said that there has been a 26% increase in understanding of simple present tense sentence patterns among students.

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